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ABSTRACT

This book reconsiders why and how U.S. humanities education is taught. A humanities program should teach students not just memorizable facts but analytical skills that are vital for a critically informed citizenry. Innovative research is important as the basis of such a curriculum. Specific suggestions are outlined for translating curriculum goals into courses that can be taught alongside or instead of more conventional staples. Chapters include: (1) "The Question of Urgency: The Issues in Perspective"; (2) "Innovations in the Humanities: Before the Crisis"; (3) "Sacred Cows in Humanities Teaching, and How They Got Grazing Rights"; (4) "Answering the Canon Fire: The Debate Miscast"; (5) "Clearing the Decks for Creative Planning"; (6) "Education: The Central Mission of the Humanities"; and (7) "Rethinking Actual Curricula: The Conversion to Analysis." The conclusion is titled "Educating for Democracy." (EH)



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